

LEARNING DIVERSITY COORDINATOR

The Learning Diversity Coordinator role is currently structured as a 0.5 teaching allocation and 0.5 Position of Leadership allocation. As part of a review of Learning Diversity provision, the College is exploring future structures that strengthen support for students and staff. The successful applicant will have the opportunity to contribute to this work and help shape the future direction of Learning Diversity at the College.

The Learning Diversity Coordinator is responsible to the Principal and Deputy Principal for the general administration of the area, consistent with the Mission Statement of the College, its Strategic Plan and in accordance with legislative requirements and guidelines and best practice initiatives.

Attributes and Competencies

The Learning Diversity Coordinator is expected to exhibit the following qualities and competencies:

- A lively and practical support to the Catholic nature of the College.
- A firm belief in, and commitment to, the Mission and Vision of the College and an ability to articulate and promote these.
- A clear focus on teaching and learning and the wellbeing of students.
- Models effective teaching practice and a commitment and curiosity towards continuous improvement.
- Displays a high level of administrative and organisational ability.
- Demonstrates strong written and verbal communication skills.
- Exceptional personal standards of honesty, integrity and professionalism.
- Maintains appropriate confidentiality and supports College policies, processes and leadership decisions in a professional manner.
- Develops positive and cooperative working relationships with all staff.
- Exhibits ongoing professional growth on a personal level and for the benefit of the College community, including participation in different Professional Learning activities that the College offers.
- Demonstrates the ability to lead professional dialogue about inclusive teaching practices and student learning needs.
- Demonstrates an understanding of key priorities of the legal requirements surrounding Child Safety.

THE LEARNING DIVERSITY COORDINATOR HAS THREE BROAD AREAS OF RESPONSIBILITY:

Programs

- Leads the College's approach to supporting students with additional learning needs, including oversight of programs, interventions and supports associated with NCCD and Literacy Support.
- Works collaboratively with teachers, families, students and support staff to develop a deep understanding of individual students, drawing on Tier 1, 2 and 3 assessment data, classroom observations, student voice and other relevant information to identify strengths, barriers to learning and the supports required for success.
- Ensures Program Support Group (PSG) meetings are planned, facilitated and documented effectively, supporting collaborative goal-setting and ongoing review of student learning and wellbeing needs.
- Supervises the College's Learning Support Officers and teachers providing direct targeted learning support, including the development of their timetables and duty rosters.
- Chairs Learning Diversity Department meetings with appropriate agenda and minutes.
- Purchases, maintains and develops resources for the area, liaising with the Deputy Principal where necessary.
- Prepares and monitors the Learning Support Diversity budget.

Students

- Develops and maintains student profiles, ensuring relevant information is accessible to staff and used to support student progress.
- Assists the Director of Students 7-9 with the transition of new students in such ways as:
 - meeting with Grade 6 teachers to discuss students' learning profiles
 - make recommendations, where appropriate, to the Principal regarding the capacity of the College to accommodate the needs of a prospective enrollee.

SIMONDS CATHOLIC COLLEGE – Position of Leadership Role Description

- Provides documentation outlining strategies appropriate to students with diverse learning needs.

Learning & Teaching

- Supports teachers to understand and respond to the learning, wellbeing and support needs of students in their classes, including:
 - presenting to staff outlines of particular strategies and needs of the students on ILPs in their class
 - supporting and guiding teachers in the development and review of ILPs, ensuring targeted adjustments and interventions focus on student strengths and areas for growth
 - overseeing and providing assistance to teachers to ensure they complete reports for students with an ILP in line with guidelines.
- Works closely with the Director of Learning to promote inclusive teaching practices and ensure Learning Diversity initiatives align with the College's learning and teaching priorities.
- Is a member of the Curriculum Steering Committee that develops and oversees programs and processes that facilitating that maximises the learning of all students;

The Learning Diversity Coordinator may be required to carry out other responsibilities as outlined by the Deputy Principals and Principal.

SELECTION CRITERIA**Commitment to College Mission and Vision**

Demonstrated ability to effectively manage programs, resources and administrative processes that support students with additional learning needs.

Administrative and Organisational Abilities

Showcase your strong administrative and organizational skills, emphasizing your experience in overseeing programs, services, and resources related to students with diverse learning needs. Provide examples of your ability to manage budgets and coordinate schedules.

Effective Communication Skills

Demonstrated ability to communicate effectively with students, families, staff and leadership.

Leadership and Collaboration

Illustrate your ability to lead and collaborate with staff, particularly in the context of Learning Diversity. Highlight instances where you've led meetings, provided guidance to support staff, and worked closely with colleagues to enhance student learning experiences.

Student Support and Individualised Learning

Provide examples of your experience in developing and implementing programs to support students with diverse learning needs. Explain how you've worked to create individualised learning plans (ILPs), monitored student progress, and facilitated interventions when necessary.

Data-Informed Decision Making

Describe how you've utilized assessment data, including NAPLAN and other relevant information, to inform decision-making processes related to student placement, program development, and instructional strategies.

Transition and Collaboration

Highlight your experience in facilitating smooth transitions for new students, especially those with diverse needs. Explain how you've collaborated with various stakeholders to ensure that students' needs are met from the outset.

Position of Leadership (POL) Level 2

Time Allowance: 24 periods

Tenure: Semester 2, 2026